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ABSTRACT

The Florida Title III Consortium was funded by the Office of Education to initiate a training and research project for the "Preparation, Implementation, and Evaluation of a Learner Centered Humanistic Approach to Curriculum and Instruction. This paper presents the highlights of this approach, including: (1) the involvement of the governing board and university and college administration in the project, as these are the two bodies most responsible for establishing a climate of learning at an institution; (2) creating the desired learning environment for a particular learning experience; (3) the provision for realization of a self-concept for students and faculty; (4) an open-ended calendar or modular calendar for learning; and (5) a nonpunitive philosophy for learning, primarily as expressed by the grading system. The elements of the systems approach to the learning process include: (1) the development of a rationale for the existence of a course; (2) the specification of short- and long-range objectives for learning activities; (3) the pre-evaluation of the learner; (4) the use of a variety of instructional strategies for the learning activities; and (5) the postevaluation of learning activities. Charts illustrating the various aspects of the humanistic approach conclude the paper. (AF)

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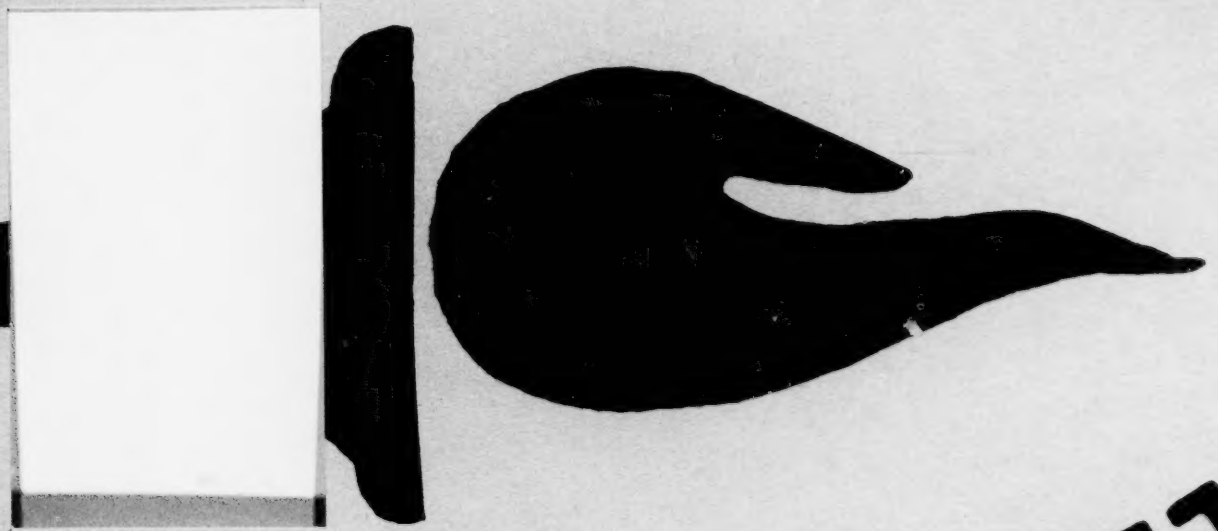

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The Florida Title III Developing Institutions Consortium

William D. Ceely, Coordinator

A HUMANISTIC APPROACH TO CURRICULUM AND INSTRUCTION

by Dayton Y. Roberts

Presented at the first National Conference on Individualizing Instruction at Mitchell College, Statesville, North Carolina, 1 May, 1971.

A HUMANISTIC APPROACH TO CURRICULUM AND INSTRUCTION

by Dayton Y. Roberts

Our involvement in the creation of systematic instructional processes goes back several years. In the mid 1950's a small group of us who were instructors in various academic disciplines and technologies in the U. S. Naval Air Training Command studied and reformed much of the curricula and instructional processes then in use throughout the Command. Systems techniques and wide utilization of media were the key components of this "new approach to training".

Upon leaving the Navy in the late 1950's, I launched into a career of "civilian education" forgetting for the time being the very sensible, pragmatic approaches to curriculum design and instruction which we had "re-pioneered" in Naval Aviation in the mid 1950's.

Then almost a decade later my long-time colleague and friend John Roueche invited me to consult with him and other staff at the Regional Education Laboratory for the Carolinas and Virginia.* During my visit a number of materials and papers were given to me to take back to Florida. Among them were what was described at the time as the "Johnson Working Papers". Not until I had returned to the University of Florida did I examine those papers, or more properly workbooks, closely. I realized then that Rita and Stuart Johnson had pulled together in writing in an organized, coherent fashion the fragmented processes of curriculum design and instruction that we non-educators of the Navy had hurriedly implemented in the 1950's.

*(On 15 June 1971 RELCV became the National Laboratory for Higher Education.)

As luck would have it I had just been blessed with the responsibility of designing and implementing a doctoral level Seminar on Curriculum in Higher Education at the University of Florida. With considerable adaptation of one of the workbooks and minor adaptations of the other four the set of five workbooks became the principal printed guideline media in this first seminar. The seminar was an unqualified success and the fourteen student-participants, representing eleven different disciplines, turned out some good to outstanding I.P.I. (Individualized Prescribed Instruction) Packages.*

Shortly thereafter our description of the seminar activities and products resulted in the USOE funded Florida Title III Consortium granting us funds to initiate a Pilot Year Program for what is now called the Title III Consortium Training and Research Project for the Preparation, Implementation, and Evaluation of a Learner-Centered Humanistic Approach to Curriculum and Instruction.

At the beginning of the Pilot Year, we presented an orientation and a mini-workshop to the administrative councils and appropriate academic division chairmen at each of the five consortium colleges. As a result of these orientation sessions, support was gained for the project from the presidents and chief academic officers of the five colleges.

The next step consisted of four one-day orientation workshops at the University of Florida on the Humanistic Approach to Curriculum and Instruction (still called Systems Approach at that time) with emphasis on preparing behavioral objectives. The first workshop was for math-science and related vo-tech faculty. The second workshop was for

*(Now called P.I.P. - Personalized Instructional Packages.)

social science and related vo-tech faculty. The third was for English-communications and related vo-tech faculty and the fourth was for humanities and related vo-tech or adult education faculty.

At each of the four workshops five faculty from the appropriate areas attended from each of the five colleges. Barbara Washburn, Program Associate at RELCV, was principal consultant for three of these workshops and Renée Westcott, another RELCV Program Associate, was principal consultant for one of them. Renée has since joined us for two other special workshops at Jacksonville. Also, eight to ten consulting instructors* who received their initial humanistic systems training in my University of Florida Seminar on Curriculum in Higher Education (ED 743) or other college faculty who had been using some sort of systems approach in their own teaching were on hand to assist, on individualized bases, the twenty-five instructor participants.

In those four workshops and in subsequent follow-up mini-workshops on each consortium campus it became increasingly apparent that certain types of faculty - especially humanities and social studies faculty - were resistant to the systems concept or at least to the terminology being employed.

Frequently it was pointed out, and sometimes argued, that we were advocating a dehumanizing process. I, of course, did not feel that this systems approach to curriculum and instruction was dehumanizing. I still don't and I don't believe that many of you do either.

However, if some faculty in our consortium could not see or acknowledge the humanizing aspects of the systems approach then it was our responsibility to respond to the protestations.

*(The following consulting instructors remained active and effective in the program throughout the Pilot Year: Luther Christofoli, Ann Gooch, Alma Jacquet, Joe Keller and Wendy Meyer.)

By good fortune, and some manipulative scheduling, I was to direct (some still say teach) ED-743 Seminar on Curriculum in Higher Education during the winter quarter of this year (1971). Since this was to be the second time around for the seminar, revision was naturally in order. So with some excellent input from, and workshop practice with Renée Westcott and Connie Sutton of Miami-Dade, revision resulted in the development of this design for a Humanistic Approach to Curriculum and Instruction. Also with development and acquisition of new materials more relevant to the Humanistic Approach we discontinued the use of the five workbooks which had been so valuable to us in getting started.

The new design with its terminology was well received by the seminar and further revision of statements and concepts occurred during the quarter. Even now some revision still occurs after every few workshops.

HUMANISTIC APPROACH TO CURRICULUM AND INSTRUCTION

(see illustration 1)

The Governing Board and the Administration of a college or university naturally are the two bodies most responsible for initially creating a climate for learning at an institution. References to these two bodies was a recurring theme in our consortium workshops, in other workshops we put on outside the consortium and in our seminar. The message was clear. Without understanding and support of the governing board and understanding and tangible, overt support of the president and various deans no innovative approach to curriculum and instructional reform will succeed.

In our seminar, therefore, we take an intensive look at governing

boards in American higher education and an equally intensive look at college administrative structures and responsibilities. The accountability theme advanced by John Roueche and associates at RELCV underlies this investigation as these two groups - governing board members and college administrators - are deemed accountable for creating a climate for learning as depicted in our Humanistic design.

Also in the consortium we have held already a very successful all-day workshop for presidents only. Another workshop is scheduled for second and third level administrators and still another Humanistic Approach to Curriculum and Instruction program is being planned for presentation to governing board members.

Under the climate for learning "umbrella" in our Humanistic design we have chosen to depict four elements that seem to be crucial to the creation of a "campus climate for learning". You may think of other elements but these four go a long way toward setting a climate.

ENVIRONMENT FOR LEARNING

We are speaking here of the physical environment for learning that must be created by building, by seeking it out and by cultivation of favorable attitudes toward where learning takes place. Space and structure, bricks and mortar, accoustical ceilings and carpeting are traditional elements of this environment for learning but with our Humanistic Approach we are advocating administrative recognizance and promotion of the concept that learning - some of our most memorable affective learning - takes place in unexpected places.

A dormitory room, a booth in the campus soda shop, the shade of an oak tree and any number of non-traditional "places" may be highly

conducive to particular kinds of desired learning. In our workshops and in the seminar, as participants design instructional units comprised of a variety of learning activities, it is considered essential that the desired environment for a particular learning experience be specified - in writing - as a part of the unit.

PROVISION FOR REALIZATION OF SELF CONCEPT

Perhaps the most important and least understood element in our Humanistic design is this provision for realization of self concept - for students and for faculty. Here again in our seminar and in the workshops we actually experience self concept activities more than we talk about them - or at least before we talk about them - so that they are better understood. In simplest terms this provision for realization of self concept is provision - made by the college administration - for students and faculty to be oriented to learning - to be "loosened up" - to be rendered optimally receptive to learning activities.

One of our continuing consultants Connie Sutton, a Miami-Dade counselor, is especially effective with several sensitivity techniques. Others of us are constantly seeking out and refining any extant techniques which enhance self concept and promote propensity for learning.

Essentially we are relating perceived self and concept of adequacy which make up self concept and the discrepancy between the two which is the source of motivation. (see illustration 2)

Let me predict now that attention to realization of and positive development of self concept will be "big" in our learning activities in the decade of the seventies. I trust that with our Humanistic Approach

we can instill cognizance of the concept widely enough to make a mark.

CALENDAR FOR LEARNING

(see illustrations 3 and 4)

The third element under our climate for learning umbrella is the calendar for learning which is determined in public institutions usually at the state governing board level and in private institutions at the individual college board of trustees level.

With our Humanistic Approach we are advocating either an open ended calendar or a modular calendar. Semester or quarter or even the elusive trimester become merely administrative units of time for the benefit of the registrar's office, though the modular concept can be incorporated into any of these traditional time blocks, if tradition persists.

With the open ended calendar a student can "plug in" to a series of learning activities - most of us call it a course - and when the specified objectives of these learning activities have been attained or mastered by the learner he is finished with the course - whether it took two weeks, two months or twenty months.

The modular calendar may appear to be a nightmare to business offices and registrar's offices but it can work - it does work - in selected programs at Greenville Tech in South Carolina and at Santa Fe Junior College in Florida and this next year open ended learning experiences will be conducted and researched in our Florida Consortium. The open ended calendar is the only calendar for learning which truly personalizes learning.

The modular calendar, however, offers a mighty good alternative and since these modules of time devoted to learning will fit into traditional quarter-semester terms there is less resistance than there is to the open ended calendar.

Mount Vernon College in Washington, D. C. is wholly on the modular calendar and recently I interviewed several students on their campus. As might be expected option number one - total immersion in a single subject for a three week period - is the most popular option and the second most popular is option number two where two companion courses can be taken together for a six-week period then two other courses for another six-week period. In a college on the semester system these would be four-week terms of total immersion in one course or eight weeks of companion courses. As you can see in the illustration numerous combinations of total immersion terms, half-quarter or half-semester terms and more traditional terms can be provided so that change of pace is inherent throughout a college experience. Also, considerable research - especially in our military service schools - supports the total immersion theory of learning. We have known for a long time that learning and retention of language skills is enhanced by total immersion. More research relating to total immersion learning is needed in other disciplines and this is planned in our consortium activities.

NON-PUNITIVE PHILOSOPHY FOR LEARNING

In the course - American Higher Education - which I direct at the University of Florida two or three times a year, I ask all the students to make a one day visit to another college or university - away from

Gainesville. They are not asked to look at specific programs or their own disciplines or even administrative structure. Rather they are asked to perceive and relate to me in writing the "climate" of the visited campus. The relative punity or non-punity extant on the campus seems to be the principal factor in these graduate students determination of a campus climate.

Unfortunately, a punitive philosophy has permeated our educational system from the beginning. All most of you have to do is remember your first grade experiences and every school year since. Granted - some colleges are more punitively oriented than others but all of you are teaching in or know of colleges where the student handbook is still replete with "thou shalt nots" - where ninety percent of the doors leading into buildings are plastered with signs such as - "Absolutely no food or drink permitted in this building."

The most punitive of punitive actions, however, lies still in the grading systems employed in most of our colleges. Grades are still used to sort out students, to categorize students, to flunk students - yes, to get rid of students. And grades - whether they be A's or B's or D's or F's are generally recorded for posterity on a transcript. The fact is - the making of a D or F is one of the few sins for which we cannot be forgiven, because the "registrar's bible" says that grades for "all college courses attempted" must be recorded, and averaged with present grades. And this applies even if they were attempted twenty or thirty years ago.

In our Humanistic Approach we are advocating ideally A, B, C, or nothing as a grading technique. There are interesting psychological

manifestations to receiving nothing - not even an I (incomplete) or X (as used at Santa Fe) - but this would be worth another presentation. If the student does not perform (i.e. behave) up to a minimally acceptable level for which a grade of C can be assigned then there is no recorded recognition of the fact that he experienced the learning activities. In a way this is punitive but it is positively punitive in that no failure is recorded permanently.

There we have the four elements of our Humanistic Approach to Curriculum and Instruction which, when consciously created or acted upon by responsible persons, can go a long way toward creating a positive climate for learning.

Once this climate for learning exists we are ready for teaching and learning processes which can cause maximal learning to take place in an efficient and measurable or evaluatable manner.

As you can see in the Humanistic Approach illustration, we begin the process with the teacher. The teacher, as creator, designer, and director of learning activities is by far the most important medium of instruction. The teacher is the connector between the Governing Board and College Administration and the learning processes. The teacher is the person who translates the broad and specific goals and policies of these two bodies into action.

In our Humanistic Approach the teacher is not depicted in his traditional role as the actor with the students as the audience. Instead he is depicted as the director with the students as actors.

At this point we launch into the learning process that is familiar to all of you as the systems approach to curriculum and instruction.

The illustrated design is different from what you have seen and a couple of terms are different but thanks to Bart Herrscher, John Roueche, Barbara Washburn, Renée Westcott and associates this "systems approach" has become known, and what's more important - practiced, in many corners of the nation.

Though we lean away from the use of systems terminology in our Humanistic Approach the process is quite similar. Since there are no novices in this audience, I will present only a brief overview of these processes for learning.

RATIONALE

On the surface it seems that developing a reason or rationale for the existence of a course would be relatively simple, but not so. Apparently developing a rationale for a course which can withstand the scrutiny of skeptical students is not an easy task. And frankly if a teacher cannot write a sound, defensible rationale for his course - if he cannot tell why the course exists and what it will do for the student - to the satisfaction and understanding of the student - then he and the administration of the college should consider seriously elimination of the course from the curriculum. Just requiring a sound rationale for all courses would clean up a lot of college catalogs. Statement of a sound rationale makes the rest of the learning process relatively easy and palatable.

OBJECTIVES

There are two kinds or categories of objectives for all series of

learning activities or courses. There are the short range specific objectives which can and should be specified for each learning activity. What is it that the learner should be able to do, upon mastery of the learning activity, that he couldn't do at the beginning of the learning activity? What behavior can he exhibit that he couldn't exhibit before the learning activity began? Evaluation or measurement of achievement of this type of objective can be accomplished with relative ease by immediate testing, observing or subjective assessment.

The second type of objective, however, is perhaps the most important. This is the long range - usually affective objective which nine times out of ten is the real objective of any course in any curriculum. That is - what effect will mastering the learning activities of this course have on the learner one year - two years and five years after completion of the course. How will his attitudes and behaviors be different as a result of having experienced these learning activities? That we cannot measure or even evaluate precisely this type of learning is one of the frustrations of being a teacher but we can put less emphasis on the measurement and grading of short range, primarily cognitive learning objectives which dominate our grading and testing practices today.

Let me emphasize, however, that short range objectives, day to day, week to week objectives are essential to the process. In some detail they should specify the student behavior or action desired, the conditions under which the learning activities will be performed and the minimum level of performance acceptable.

PRE-EVALUATION

In pre-evaluation of the learner these questions should be asked: What prerequisite capabilities does the learner possess already which will enable him to complete successfully the specified objectives of the learning activities? Can the learner read well enough? Does he possess other skills and knowledges essential for continuation of more advanced learning activities?

And what is very important and too often ignored in this pre-evaluation phase - is the learner physically and mentally ready to learn? In affective terms - is he receiving and responding? When a special physical examination was required of all students in the Developmental Studies Program in one of the Florida Consortium colleges it was discovered that a significant percentage had physical infirmities which would hinder and in some cases prevent learning from taking place.

An evaluation should be made also to determine whether the learner has mastered already some or all of the learning activities scheduled. If he has mastered all activities, all behaviors specified for a particular learning sequence, then he goes on to the next series of learning activities for further pre-evaluation. If he has mastered some of the specified behaviors but not all of them then he should be placed at a different stage, in the graduated sequence of learning activities, than those students who have mastered none of the objectives.

LEARNING ACTIVITIES

All planned and unplanned actions on the part of the student or the teacher which lead to a specified and desired behavior change on the part

of the learner may be classified as learning activities. In our Humanistic Approach we emphasize the use of a variety of instructional strategies.

In our workshops and in the seminar we stress the premise that very few if any college courses should be structured around the traditional lecture, note taking and single textbook reading method of instruction. As seminar participants prepare their Personalized Instructional Packages they are asked to specify five alternative instructional strategies for each learning unit.

(see illustrations 5, 6, and 7)

Also each participant is thoroughly familiarized with the action levels of the cognitive, affective and psychomotor domains illustrated here. What is more important they learn how to use these three "stairsteps" of the domains as they design learning experiences. Let's look at the six levels in the cognitive domain. At level one (knowing) the brief description and the examples of behavioral tasks bring to mind the fact that a lot - let's say too many - of our learning activities are designed around this first level. Then on a basis of "knowing" we design and administer tests which call for a student to jump to level five - (synthesizing). Because he "knows" we expect him to create, to write, to design. Fortunately, or many of us would have never survived as teachers, a good percentage of "typical" college students can make this transition from knowing to synthesizing because their intellectual processes are such that they can achieve rather immediate closure by almost instantaneously comprehending, applying and analyzing. Comprehension may be a bit fuzzy - analyzation may not be precise but to some degree he has made the transition and can perform in such a way that

he will make a C, a B or even an A.

But what about those atypical college students who abound in our open door community colleges? A great number of these students simply cannot make the transition from knowing to synthesizing unless we consciously design and specify learning experiences which will ask the student to exhibit behavior which indicates that he is comprehending, applying, analyzing, synthesizing and even evaluating.

Specifying behaviors at various levels in the three domains, especially the affective domain, takes practice but it can be done - it is being done.

POST-EVALUATION

Post-evaluation of learning activities is one of the most frequently practiced, frequently flubbed activities engaged in in the name of education today. We are replete with anecdotes of inane pop quizzes, mid-term exams, and final exams which attempted to measure or evaluate knowledges almost totally unrelated to the objectives of the course in which they were given. Usually when this has occurred of course the objectives have always been rather blurred in everyone's mind - especially the teacher's.

In our Humanistic Approach we advocate only non-punitive evaluation of attainment of the specified objectives and where possible the evaluation of attainment of long range objectives and goals. Also the use of attitudinal instruments administered at the beginning of a course and again at the end of the course is increasing in the Florida Consortium colleges. Already this use of attitudinal instruments has

made many consortium faculty and students more aware of the affective objectives inherent in all series of learning activities.

Within our Humanistic framework post-evaluation is considered an ongoing process with constant revisioning and recycling until the objectives of the learning activities have been attained up to a level satisfactory to both the teacher and the learner.

As you can see in the Humanistic illustration, when the student graduates from the learning activities, after a satisfactory and final post-evaluation, follow-up on his knowledge and attitudes relating to the learning activities he has experienced becomes a continuous process. This student follow-up, conducted through an institutional research program provided by the college administration, provides feedback which can and should result in frequent small revisions in the instructional process.

These then, are the highlights of our Humanistic Approach to Curriculum and Instruction. It is only one of several approaches extant around the nation which are attempting, in this era of demands for "results" in American higher education, to provide a measure of accountability.

(Dr. Dayton Y. Roberts is Associate Director of the Institute of Higher Education at the University of Florida and from 1965-1968 he was Florida's first State Director of Academic Affairs for Community Colleges.)

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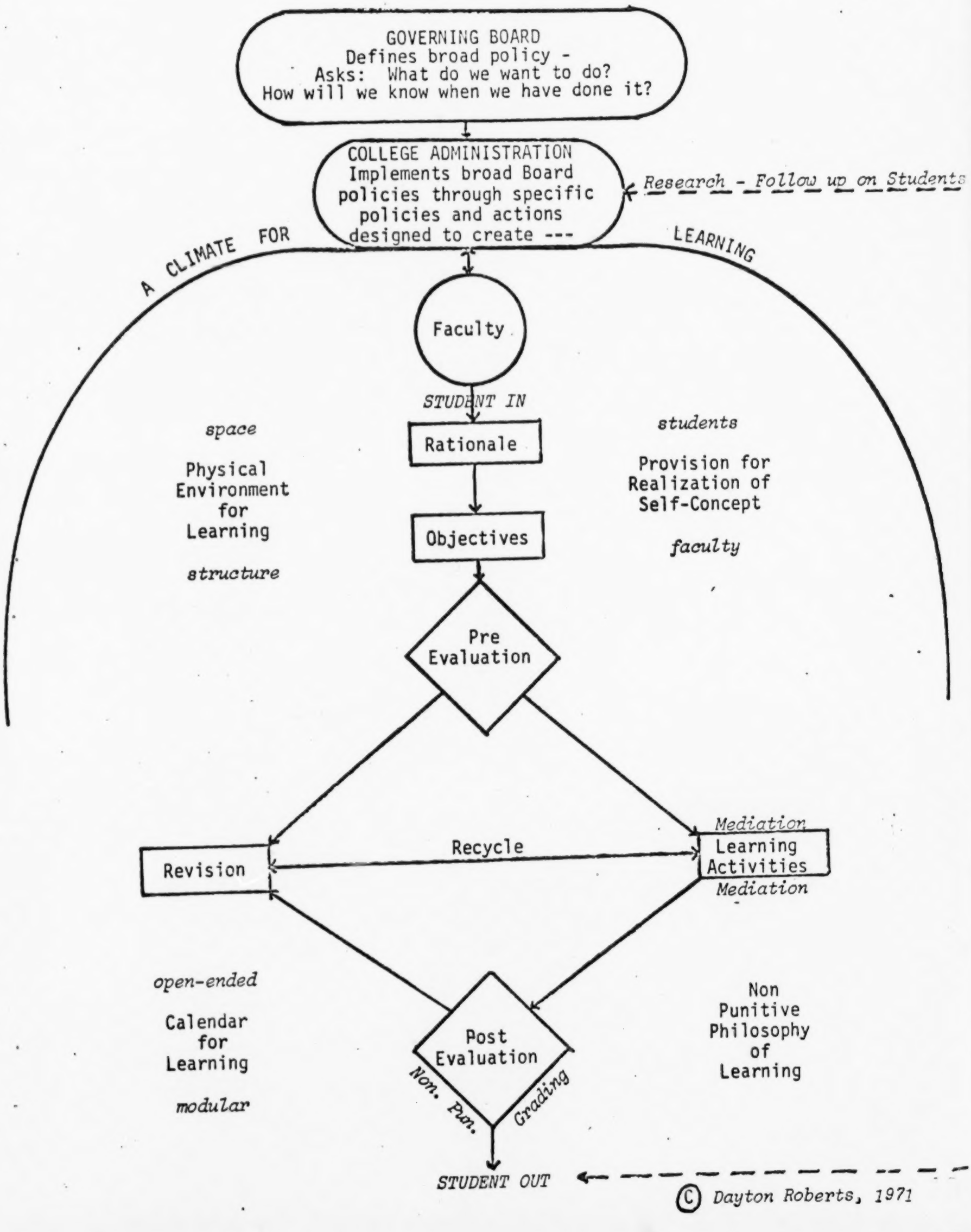
HUMANISTIC APPROACH TO CURRICULUM AND INSTRUCTION



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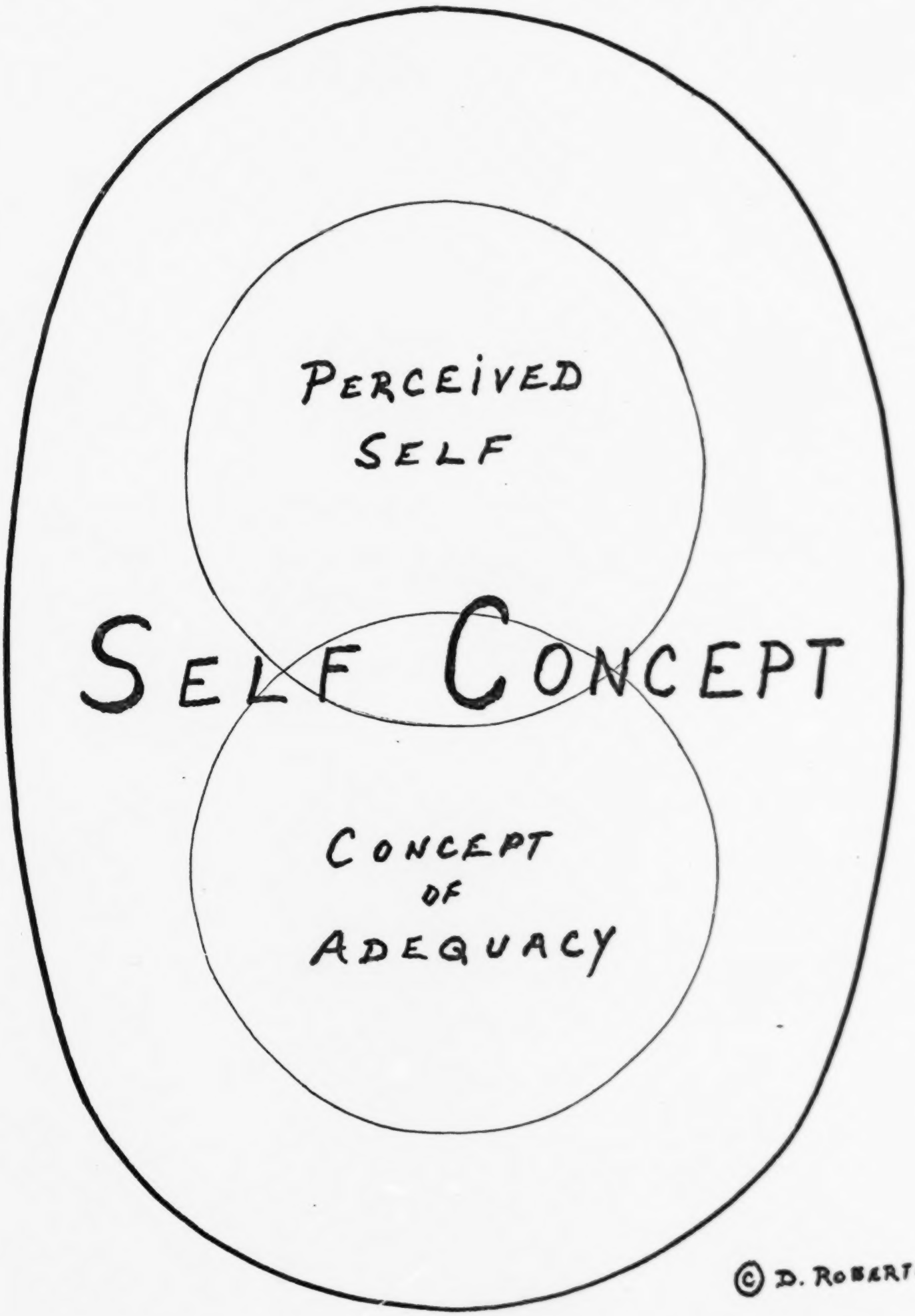

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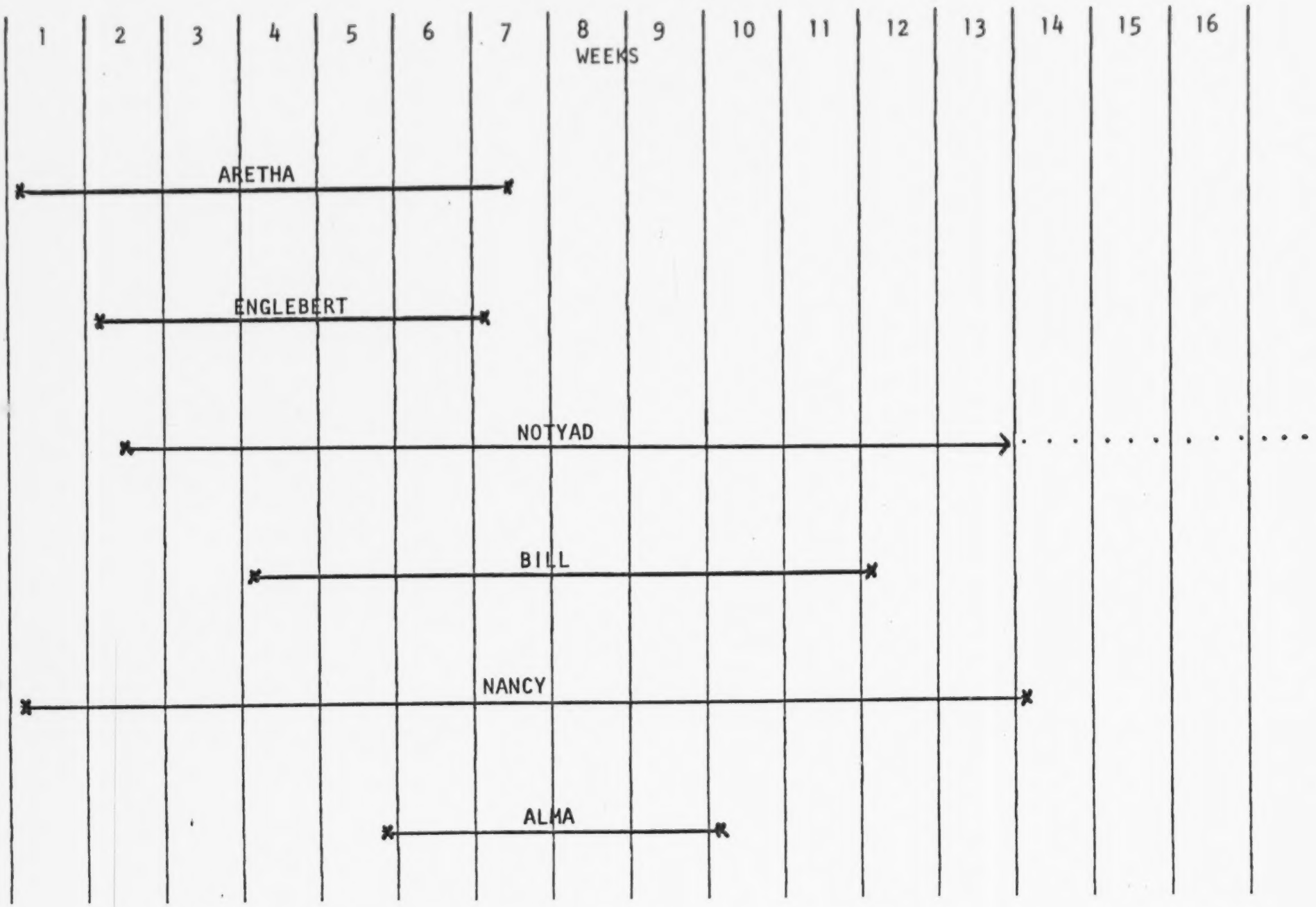
OPEN ENDED CALENDAR



SERIES OF LEARNING ACTIVITIES (i.e., COURSE)

Median Time for Achievement of Objectives to "A" Criterion Level - 10 Weeks

MODULAR CALENDAR SCHEDULING OPTIONS
3 week module

SOME OPTIONS FOR 12 WEEK TERM

	3 weeks	3 weeks	3 weeks	3 weeks
Option 1 4 courses, one at a time	3 week course	3 week course	3 week course	3 week course
Option 2 4 courses, two at a time	6 week course 6 week course		6 week course 6 week course	
Option 3 4 courses, four at a time	12 week course 12 week course 12 week course 12 week course			
Option 4 4 courses, three at a time	6 week course 12 week course 12 week course		6 week course	
Option 5 4 courses, two at a time, then one at a time	6 week course 6 week course		3 week course	3 week course

COGNITIVE DOMAIN

Action Levels of Cognitive Behavior

I. KNOWING A. Bringing to mind the appropriate material B. Behavioral Tasks 1. Defining 2. Recalling 3. Listing 4. Recognizing	II. COMPREHENDING A. Understanding *(grasping the meaning of)* what is being communicated and making use of the idea without relating it to other ideas or material and without seeing the fullest meaning B. Behavioral Tasks 1. Stating in own words 2. Giving an example of 3. Illustrating 4. Describing 5. Summarizing 6. Interpreting *Requires Knowledge*	III. APPLYING A. Using ideas, principles and theories in new, particular and concrete situations B. Behavioral Tasks 1. Choosing appropriate procedures 2. Applying a principle 3. Using an approach 4. Identifying the selection ... *Requires Comprehension* *Requires Knowledge*	IV. ANALYZING A. Breaking down a communication *(rendered in any form)* into constituent parts in order to make organization of the whole clear. B. Behavioral Tasks 1. Identifying 2. Discriminating 3. Discovering 4. Detecting 5. Analyzing *Requires Application* *Requires Comprehension* *Requires Knowledge*	V. SYNTHESIZING A. Putting together parts and elements into a unified organization or whole B. Behavioral Tasks 1. Creating 2. Developing Tasks 3. Writing 4. Designing *Requires Analysis* *Requires Application* *Requires Comprehension* *Requires Knowledge*	VI. EVALUATING A. Judging the value of ideas, procedures, methods, using appropriate criteria B. Behavioral Tasks 1. Comparing 2. Judging & Suggesting 3. Determining the best possible. 4. Applying criteria... *Requires Synthesis* *Requires Analysis* *Requires Application* *Requires Comprehension* *Requires Knowledge*

Adapted by Dayton Y. Roberts from Bloom's

AFFECTIVE DOMAIN

Action Levels of Affective Behavior

I. RECEIVING A. Attending; becomes aware of an idea, process or thing; is willing to notice a particular phenomenon. B. Behavioral Tasks 1. Acknowledging 2. Paying attention to 3. Showing awareness 4. Appreciating	II. RESPONDING A. Reacting - at first with compliance - later willingly and with satisfaction. B. Behavioral Tasks 1. Obeying 2. Complying with 3. Enjoying 4. Is willing to 5. Accepting responsibility.. *Requires Receiving*	III. VALUING A. Accepting worth of a thing, an idea or a behavior; prefers; consistent; is responding; developing a commitment. B. Behavioral Tasks 1. Choosing from 2. Preferring 3. Committing to 4. Desiring to... *Requires Response* *Requires Receiving*	IV. ORGANIZING A. Arranging values; determining interrelationships; adapting behavior to value system. B. Behavioral Tasks 1. Judging values 2. Weighing alternatives... *Requires Development of Values* *Requires Response* *Requires Receiving*	V. CHARACTERIZING A. Generalizing certain values into controlling tendencies; emphasis on internal consistency; later integrates these into a total philosophy of life. B. Behavioral Tasks 1. Asks who am I 2. Asks what am I about 3. Asks what do I stand for 4. Asks how do I act... *Requires Organization of Values* *Requires Development of Values* *Requires Response* *Requires Receiving*

Adapted by Dayton Y. Roberts from Bloom's
Taxonomy of Educational Objectives

PSYCHOMOTOR DOMAIN

Action Levels of Psychomotor Behavior

I. READINESS A. Willingness to respond; involves mental, physical and emotional state of being B. Behavioral Tasks 1. Being able to 2. Being ready to 3. Being aware of	II. OBSERVING A. Watching process, paying attention to steps or niques and to finished product or behavior; directions may be read B. Behavioral Tasks 1. Observes 2. Watches 3. Reads about... *Requires Readiness*	III. IMITATING A. Following directions; carrying out steps with conscious awareness of efforts; frequently performing hesitantly B. Behavioral Tasks 1. Imitating 2. Practicing *Requires Observing* *Requires Readiness*	IV. PRACTICING A. Repeating steps until some or all aspects of process become habitual, requiring little conscious effort; performing smoothly B. Behavioral Tasks 1. Repeating 2. Making a habit of 3. Habitually performing *Requires Imitating* *Requires Observing* *Requires Readiness*	V. ADAPTING A. Making individual modifications and adaptations in the process to suit the person and/or the situation. B. Behavioral Tasks 1. Managing 2. Working successfully with 3. Creatively developing *Requires Practicing* *Requires Imitating* *Requires Observing* *Requires Readiness*

Adapted by Dayton Y. Roberts